

DOCUMENT RESUME

ED 080 742

VT 021 101

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 TITLE Second Survey of High School Students' Needs for Labor Market Information in Career Decision-Making.
 INSTITUTION California Univ., Berkeley. Human Factors in Technology Research Group.
 SPONS AGENCY Manpower Administration (DOL), Washington, D.C.
 REPORT NO HFT-71-11
 PUB DATE Oct 71
 NOTE 42p.; Conducted at Fremont High School (Oakland, Calif., June, 1971)
 EDRS PRICE MF-\$0.65 HC-\$3.29
 DESCRIPTORS *Career Choice; *Decision Making; *Family Influence; High School Students; *Information Needs; Occupational Information; *Student Attitudes; Surveys; Vocational Counseling

ABSTRACT

A survey of high school students' attitudes toward their prospective involvement in the world of work and the influences which promote or hinder their employment choices was conducted to contribute data toward the design of a model labor market information system. Two-thirds of the students sampled said that they had reached decisions about their future careers, but the data collected indicated that many of these decisions were reached in the absence of appropriate information about jobs and careers. Although the students claimed that counselors were not providing the information they needed, it was found that the counselors were concentrating on providing the data that the students requested most often: information about the training and education required to get a job. Books and pamphlets on occupations have been the main source of job information for students, and most students considered them to have been of real help. However, the students would prefer direct experience with the world of work. The survey data suggest that the high school students reach career decisions more as the result of parental influences rather than through free choice. This restricted view of alternatives may cause waste of ability and thwarting of ambition, with the attendant dissatisfaction and alienation that come from ill-advised career decisions. The survey data are presented in narrative and tabular form. (MF)

ED 080742



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SECOND SURVEY OF HIGH SCHOOL STUDENTS' NEEDS FOR
LABOR MARKET INFORMATION IN CAREER DECISION-MAKING
(Conducted at Fremont High School
Oakland, California, June 1971)

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October 1971

* This research was supported in part by the U.S. Department of Labor, Manpower Administration under Contract #71-05-70-03 with the University of California, Berkeley. Since contractors performing research under Government sponsorship are encouraged to express their own judgment freely, the report does not necessarily represent the Department's official opinion or policy. Moreover, the contractor is solely responsible for the factual accuracy of all material developed.

SECOND SURVEY OF HIGH SCHOOL STUDENTS' NEEDS
FOR LABOR MARKET INFORMATION IN CAREER DECISION-MAKING

(Conducted at Fremont High School, Oakland, California, June 1971)

FOREWORD

A second survey of high school students' attitudes as to matters concerning their prospective involvement in the world of work, and the influences which either promote or hinder their employment choices and decisions, was carried out at Oakland's Fremont High School in June 1971. It replicated an identical survey conducted three months earlier at Berkeley High School. The purpose of both surveys was to contribute first hand data towards the design of a model labor market information system. A working paper on the first survey was issued by the Human Factors in Technology Research Group of the Department of Industrial Engineering and Operations Research, University of California, Berkeley in May 1971.

For ease of comparison, the previous paper's structure has been closely adhered to in the present report. As pointed out and demonstrated repeatedly in the subsequent pages, the similarity of views expressed in response to the questions asked of the students making up the samples in both high schools is as extensive as it is striking. The conclusions given below refer to the Fremont High School student sample only.

CONCLUSIONS

Two-thirds of the students included in the sample claim to have reached a decision as to their future careers. But it is clear that many of these decisions were conceived in the absence of comprehensive information about jobs and careers. This is implied in their responses to several questions as well as in the general demand for more labor market information than they have received to date.

It does not appear that the students' need for a more graphic knowledge of the realities they will have to face once they have graduated is being met at the present time. Probably because of shortages in their number and their resources, the counselors seem to have limited themselves largely to advising on the educational routes leading to jobs and careers, to the exclusion of appraising local labor market conditions and describing the intrinsic content of jobs and their associated working conditions and life styles. Only a fraction of the students sampled considered the job information provided by their counselors as helpful in their decision-making, and there were indications that in many counselor interviews this topic was not touched upon.

But, even though the counselors are not providing as extensive information as the students claim they need, they are concentrating on the data their charges want the most. Overwhelmingly, the students in the sample gave their highest priority to information about the training and education required for gaining entry into occupations -- an insistent demand the counselors were obviously attempting to satisfy.

There can be little doubt concerning the main source resorted to by Fremont High School students in order to find out what it is actually like to follow a given occupation or to work in a specific job. No less than three-fourths of the sampled students claim to have read books or pamphlets descriptive of jobs, and most of them consider the occupational literature they have read as having been of real help. Their main guides in obtaining and selecting suitable books and pamphlets appear to have been their classroom teachers.

At the same time, the surveyed students made no bones about how they would prefer to explore the world of work if they had the choice. Their vote -- again overwhelmingly -- is in favor of immediate and direct contact. When compared with all forms of direct experience, even relatively superficial ones, books and pamphlets were left far behind. The students' verdict could hardly be less unequivocal. How to provide the student with vantage points for observing and trying out their hands at jobs is, of course, a problem. As it was put in the Berkeley High School survey report:

"Expanding opportunities for direct contact with the world of work to which students assigned so high a priority is a considerably more difficult goal to achieve than merely increasing the availability of published guidance materials. Achieving the former would require not only many changes in school programs but also a degree of cooperative action between the schools, various organizations and the employing community that is yet to be established."

Our survey data suggest that when a high school student reaches a career decision, it is more the result of influences and even pressures than the product of choice, freely exercised by an individual cognizant of the wide range of alternatives open to him. One indication of the narrow ambit of alternatives perceived by the students is the disproportionately high incidence of career decisions in favor of the professions, and a narrow selection of high status professions at that.

Parents, whom many of the students predictably named as potent influences in their choice of careers, apparently make little attempt to disguise from their children their own preferences for occupations in the professional categories. In exerting influence in this direction they reflect the lack of appreciation, general throughout society, of the enormously rich occupational variety offered by our complex and technologically advanced economy. The price of this restricted vision can be the unacceptable waste of ability, the thwarting of ambition, and the attendant dissatisfaction and alienation that result from ill-advised career decisions.

BACKGROUND OF STUDY

As it cannot be assumed that the reader of this report has seen or has access to a previous working paper which described a similar survey at Berkeley High School, it is appropriate to introduce this section with a reproduction of certain key passages in the corresponding section of that report even at the cost of some redundancy. They read as follows:

"Previous studies have documented the concern of school counselors with the present lack of information about current, local job opportunities and expected occupational trends. Along with others who work with students or job applicants, counselors quite generally state that available job information is inadequate. They maintain that it will neither support their own occupational guidance activities nor satisfy the needs of students wanting more knowledge of the work-world around them.

"Our research group under contract with the U.S. Department of Labor's Manpower Administration is exploring the requirements and design of a comprehensive labor market information system for a large metropolitan labor market area. Such an investigation necessarily includes the tasks of searching out the data needs of various types of users and of learning how and in what form the latter would prefer the needed information delivered to them.

"High school students are important users of labor market information. Together with counselors, teachers, school administrators, employment service workers, manpower officials, legislators, and many, many others, they need to know about jobs. Therefore we believe it most appropriate that students should speak for themselves concerning what they think of the information they now receive. Also, we hoped to discover the kind of help they want in making their career decisions."

While the replies received from 165 Berkeley High student-respondents substantially reduced our ignorance concerning the attitudes towards and requirements for labor market information on the part of an important segment of the future labor force, we nevertheless welcomed the spontaneous approach made to us by the Chief Counselor of the Fremont High School in Oakland, Mr. Paul C. Blair, acting with the consent of the then Principal, Mr. Leo Gloria.* An increase in the size of the sample of respondents, though desirable, was not the only, nor for that matter the chief, reason for our readiness to avail ourselves of Mr. Blair's offer.

Even as the Berkeley High School survey was under way we were acutely aware that the extent to which more general conclusions could be drawn from its results would be open to some question. We had selected this school because its diverse student body reflected the varied socio-economic and ethnic patterns of the Bay Area as a whole. However, the dominance

* Mr. Gloria has recently been appointed Assistant Superintendent in charge of secondary education by the Stockton Unified School District.

of the U.C. campus in itself was bound to be reflected in a high representation of children of professional parents within the school, and through the school, within our respondent population. This likelihood was further increased by the attraction a University town has for professional workers other than campus employees. In fact, fully one-third of the participants in the survey had fathers in professional occupations, and 20 percent of the participants had mothers in professional occupations. Thus, there could be severe question that a sample drawn from this school because of its occupational bias was representative of the area. Furthermore, at the time of the survey the Berkeley school system was reaching the end of a third year of integration unmatched anywhere in the United States in its scope and its emphasis on racial balance in the classroom and the school faculty. That this would have failed to affect general attitudes and attitudes towards employment, especially of minority students and their parents, had to be considered improbable on a priori grounds.

There was every advance indication that Fremont High School might provide a good, and possibly perfect, complement to the Berkeley study. Its location in the distinctly poorer working class and minority-dominated part of Oakland made it a near certainty that the socio-economic background of our respondents would mirror that of certain segments of the population of this metropolitan area much more accurately than would that of our Berkeley High School respondents. References to Tables 1D and 1E confirm that the occupational spread among the parents of the Fremont students was not only broader, but also that the preponderance of the professional element was absent. Only two respondents (one white, one oriental) described their fathers as "professional", and eight (five of them black) so described the occupations of their mothers.

The value in establishing the validity of our previous findings, and to the ultimate design of a labor market information system, arising out of Mr. Blair's initiative is very large indeed. It would be hard to exaggerate our gratitude to him on this score. We owe many thanks for the assistance we received from him as also from the teachers and students most immediately involved in the actual conduct of the survey.

1. THE "SAMPLE"

Whereas the 165 students questioned at Berkeley High School constituted 5 percent of total enrollment, the 155 respondents at Fremont High School made up slightly more than 10 percent of total enrollment. This in itself makes the group as a group more highly representative of the "parent population" than could be claimed of the Berkeley High School sample. Once again, however, it is not strictly legitimate to refer to the 155 respondents as a sample in the statistical sense, since its members were not chosen individually at random. As an inevitable consequence, the relevant subgroups of the parent population are not proportionately represented, except for their distribution by sex.

In the ethnic dimension there are significant divergencies between the sample populations and the groups they represent. Thus the 63 black students in the sample account for only 7.5 percent of total black enrollment, and the 29 chicano students for 8.6 percent of total chicano enrollment. White students other than chicanos, and oriental students over-represent their corresponding total enrollments. The 44 "other white" students constitute 27 percent of their total population, and the 19 oriental students nearly 15 percent of the total from which they were drawn. By grade levels, the discrepancies are less significant. Tenth and twelfth graders are under-represented while 11th graders are proportionately over-represented. As regards curriculum, we lack the requisite information to comment on the representativeness of the sample distribution by course of study.

Despite the above departures, we are less inclined to emphasize caution in assessing the results obtained at Fremont High School than when releasing our findings for Berkeley High. Our enhanced confidence is, of course, primarily based on a surprisingly extensive agreement in the answers to most questions as between the students of the two schools. We would be hesitant in asserting the validity of our results beyond the boundaries of the San Francisco-Oakland Metropolitan Area. But from the point of view of using these results in the design of an area labor market information system, which is our present concern, this last stricture is of marginal importance.

Tables 1 through 1C to follow show some of the major characteristics of the sampled students as regards ethnic status, course of study, and part-time work status. Tables 1D and 1E, which show the occupations of the parents convey some notion of the socio-economic background of the respondent group. Finally, Table 1F records the group members' post-graduation plans. As at Berkeley, the majority of the Fremont students opt for immediate enrollment in a four year or two year college, the relative percentages of college aspirants being just over 70 percent in Berkeley, and slightly under 60 percent in Fremont.

TABLE 1: MAJOR CHARACTERISTICS OF SELECTED SAMPLE
OF FREMONT HIGH SCHOOL (OAKLAND) STUDENTS

Characteristics	Number	Percent
TOTAL	155	100.0
SEX		
Female	78	50.3
Male	77	49.7
ETHNIC GROUP		
Black	63	40.6
White*	44	28.4
Chicano	29	18.7
Oriental	19	12.3
GRADE LEVEL		
10th Grade	45	29.0
11th Grade	80	51.6
12th Grade	30	19.4
COURSE OF STUDY		
College Preparatory	64	41.3
Business	40	25.8
General	36	23.2
Industrial Arts	10	6.5
Home Economics	5	3.2

*The term "white" will be used throughout this paper to denote white students other than chicanos or Latinos.

TABLE 1A: ETHNIC GROUP BY GRADE LEVEL AND SEX OF SELECTED
SAMPLE OF FREMONT HIGH SCHOOL (OAKLAND) STUDENTS

Grade Level and Sex	Total	Ethnic Group			
		Black	White	Chicano	Oriental
All Students	155	63	44	29	19
10TH GRADE					
Boys	26	11	10	3	2
Girls	19	5	5	6	3
TOTAL	45	16	15	9	5
11TH GRADE					
Boys	37	14	8	9	6
Girls	43	21	10	9	3
TOTAL	80	35	18	18	9
12TH GRADE					
Boys	14	4	3	6	2
Girls	16	8	3	3	3
TOTAL	30	12	11	9	5

TABLE 1B: COURSE OF STUDY OF SELECTED SAMPLE OF FREMONT HIGH SCHOOL (OAKLAND) STUDENTS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Course of Study	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students	155	100.0	77	78	45	80	30	63	44	29	19
Academic	84	41.3	37	27	19	33	12	21	14	14	15
General	36	23.2	19	17	16	15	5	15	15	6	0
Vocational	55	35.5	21	34	10	32	13	27	15	9	4

TABLE 1C: PART-TIME WORK STATUS OF A SELECTED SAMPLE OF FREMONT HIGH SCHOOL (OAKLAND) STUDENTS BY SEX, GRADE LEVEL AND ETHNIC GROUP.

Part-Time Work Status	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students	155	100.0	77	78	45	80	30	63	44	29	19
Not Working Part-Time	113	72.9	44	59	34	55	14	42	26	18	17
Working Part-Time	52	33.6	33	19	11	25	16	21	18	11	2
Enrolled in Vocational Work Experience Program	16	10.3	8	8	3	8	5	9	4	3	0
Employed in Non-Program Part-Time Work	36	23.2	25	11	8	17	11	12	14	8	2

TABLE 1D: OCCUPATIONAL GROUP OR INDUSTRY OF ATTACHMENT OF FATHERS OF SELECTED SAMPLE OF FREMONT HIGH SCHOOL (CAKLAND) STUDENTS BY ETHNIC GROUP OF STUDENTS

Occupational Group or Industry of Attachment of Father	Total		Ethnic Group			
	Number	Percent	Black	White	Chi	Ori
Students Responding	138*	100.0	53*	41*	27*	17*
Skilled	28	20.3	12	11	4	1
Semi-Skilled	10	7.3	2	3	4	1
Unskilled	9	6.5	5	1	3	0
Sales	7	5.1	0	3	1	3
Managerial and Official	6	4.3	0	4	1	1
Clerical	6	4.3	1	1	1	3
Building Service	5	3.6	2	1	1	1
Semi-Professional	4	2.9	0	2	0	2
Personal Service	4	2.9	2	0	0	2
Government	4	2.9	3	1	0	0
Manufacturing	4	2.9	2	0	2	0
Construction	4	2.9	3	0	1	0
Other Occupations or Industries ^(a)	11	8.0	3	5	2	1
Father Deceased or Whereabouts Unknown	6	4.3	3	3	0	0
Father's Occupation Unknown	15	10.9	9	3	3	0
Father Retired, No Occupation, Unemployed	11	8.0	3	3	4	1
Father Self-Employed	4	2.9	3	0	0	1

* Seventeen students did not respond to this question, reducing the totals as shown.

(a) "Other" includes two each in Professional and Agricultural Occupations, in Wholesale and Retail trades and in Armed Services occupations; and one each in Protective Service and Transportation occupations and of Student Status.

TABLE 1E: OCCUPATIONAL GROUP OR INDUSTRY OF ATTACHMENT OF MOTHERS OF SELECTED
SAMPLE OF FREMONT HIGH SCHOOL (CAKLAND) STUDENTS BY ETHNIC GROUP OF
STUDENTS

Occupational Group or Industry of Attachment of Mother	Total		Ethnic Group			
	Number	Percent	Black	White	Chi	Cri
Students Responding	146*	100.0	56*	44	28*	18*
Clerical	25	17.1	11	9	1	4
Personal Service	9	6.2	4	2	3	0
Professional	8	5.5	5	2	0	1
Semi-Professional	5	3.4	3	0	2	0
Sales	4	2.7	1	3	0	0
Skilled	4	2.7	1	0	0	3
Student Status	3	2.1	3	0	0	0
Other Occupational Or Industrial Groups ^(a)	7	4.8	1	0	3	0
Housewife, or Occupation Not Specified	77	52.7	23	26	19	9
Deceased	1	0.7	0	1	0	0
Self-Employed	3	2.1	1	1	0	1

* Nine students did not respond to this question, reducing the totals as shown.

(a) "Other" includes two mothers in Government Service; and one each in Managerial and Official, Building Service, Agricultural, Semi-Skilled and Unskilled occupations.

TABLE 1F: POST-GRADUATION PLANS OF SELECTED SAMPLE OF FREMONT HIGH SCHOOL (CAKLAND) STUDENTS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Post-Graduation Plans after High School	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
Students responding	154 *	100.0	76 *	78	44 *	80	30	63	43 *	29	19
Enter 4-Year College	52	33.8	31	21	15	27	10	21	10	11	10
Enter 2-Year College	39	25.3	18	21	10	19	10	21	9	4	5
Look for Full-Time Work	21	13.6	9	12	7	11	3	7	9	5	0
Enter College & Work	17	11.0	5	12	4	10	3	7	4	4	2
Enter Trade, Technical or Business School	13	8.4	6	7	4	7	2	6	4	1	2
Enter Armed Services	3	2.0	3	0	2	1	0	1	1	1	0
Marry & Keep House Full-Time	2	1.3	0	2	0	1	1	0	1	1	0
Enter an Apprentice Program	1	0.7	1	0	0	1	0	0	0	1	0
Enter College After Traveling	1	0.7	1	0	0	0	1	0	1	0	0
Other (a)	2	1.3	1	1	2	0	0	0	2	0	0
Undecided	3	1.9	1	2	0	3	0	0	2	1	0

* One student did not respond to this question, affecting the totals as shown.

(a) Includes one student who plans to join the Peace Corps and one who intends to marry and to work.

2. STUDENTS AND THEIR COUNSELORS

Rather more than 57 percent of the 155 respondents discussed their future work in specific jobs or careers with the school's counselors, which compares favorably with Berkeley High School's 50 percent (Table 2). By far the preferred grade level for such discussion at Fremont High is the 11th (Table 2A), while Berkeley students clearly favor the 10th grade -- assuming always that selecting the time for discussion is at the student's discretion. The data from both schools show a sharp drop in student-counselor contacts during the 12th grade.

There was hardly any difference between girls and boys in the extent to which they had consulted their counselors about jobs. And the respective percentages of 10th, 11th, and 12th grades increased with their progress through higher grade levels. As to ethnic groups, oriental students are clearly the most likely to seek counselor advice, followed by black students, and, at some distance, by chicano and other white students, a pattern also observable in Berkeley.

As regards the order of preference accorded the three topics of discussion with counselors suggested in the questionnaire, Fremont students' responses were a close replica of those given by the Berkeley High School sample group (Table 2B).

Thus the education needed for jobs ranked the unchallenged favorite, having apparently been discussed by 84 percent of the students who saw their counselors. The comparable percentage at Berkeley High School was identical.

The student's ability to succeed on jobs emerged as the next most likely topic to have been discussed with counselors, attracting 58 percent of the votes of those students who had discussed jobs with their counselors, a percentage that represented precisely a third of the total sample of respondents, compared with less than a third at Berkeley.

The responsibilities and tasks attaching to jobs scored lowest at Fremont (42 percent) as at Berkeley High School (31 percent). In terms of the exposure of the total sample to counseling, this reduces to less than one-fourth the number of Fremont students who have discussed job duties with their counselors. There was also a meager response to the question "...did you receive information about jobs or careers you believe will be helpful." It was answered affirmatively by 46 percent of the students who "talked jobs" with their counselors (Berkeley High School response was also 46 percent), which, however, accounts for only 27 percent of the total respondent group.

To this 27 percent, the various subgroups of the sample contributed in widely varying proportions. Thus nearly 30 percent of all the girls claimed to have received helpful job information from their counselor but only 23 percent of the boys agreed with the proposition; 13 percent of the 10th graders, 31 percent of the 11th graders and one-third of the 12th graders expressed a belief in the helpfulness of the job information received. Of the ethnic subgroups, the orientals ranked highest with

nearly 32 percent, closely followed by the black students with 30 percent, and the chicanos with 24 percent. Other white students, at just over 20 percent, showed the most scepticism about the value of the job information they received.

The close association found in the Berkeley High School group, between a student's having discussed the responsibilities and tasks of jobs with his counselor and the likelihood of his reporting that the information received was helpful, was missing at Fremont. In Berkeley no less than four-fifths of the 38 students who described their counseling sessions about future careers as helpful mentioned the nature of jobs as among the topics discussed with the counselor. Less than half of the 41 Fremont High School respondents reported likewise. The topic most consistently discussed by these 41 students was the education needed for jobs. Thirty four of them, or 83 percent, reported having done so.

Considered together, the backup data for Tables 2 through 2C would suggest that most of the students in the Fremont High School sample interpret discussing jobs with their counselors as less a matter of learning about the world of work "out there", than of receiving the counselors' aid in aligning their course structure more closely with their abilities and occupational aspirations. The findings presented in the following section go some considerable way towards corroborating this interpretation.

TABLE 2: NUMBER AND PERCENT OF STUDENTS WHO HAVE EVER TALKED WITH THEIR COUNSELORS ABOUT THEIR FUTURE WORK IN SPECIFIC JOBS OR CAREERS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Discussion of Specific Jobs and Careers with Counselor	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students	155	100.0	77	78	45	80	30	63	44	29	19
Have <u>Not</u> Talked about Jobs and Careers	66	42.6	33	33	27	30	9	26	20	13	7
Have talked about Jobs and Careers	89	57.4	44	45	18	50	21	37	24	16	12
Percent Who Have Talked About Jobs and Careers		57.4	57.1	57.7	40.0	52.5	70.0	53.7	54.5	55.2	63.2

TABLE 2A: NUMBER AND PERCENT OF STUDENTS WHO HAVE EVER TALKED WITH THEIR COUNSELORS ABOUT THEIR FUTURE WORK IN SPECIFIC JOBS OR CAREERS BY GRADE LEVEL AT WHICH DISCUSSIONS OCCURRED.

Grade Level	Total	
	Number	Percent
All Students Who Have Talked with Counselors About Jobs	89	100.0
10th Grade	23	25.9
11th Grade	34	38.2
10th and 11th Grades	17	19.1
12th Grade	6	6.7
10th, 11th and 12th Grades	5	5.6
11th and 12th Grades	4	4.5

TABLE 2B: SUBJECTS DISCUSSED WHEN STUDENTS HAVE TALKED WITH THEIR COUNSELORS ABOUT THEIR FUTURE WORK IN SPECIFIC JOBS OR CAREERS AND STUDENTS' BELIEF AS TO HELPFULNESS OF JOB INFORMATION RECEIVED

Subjects Discussed and Helpfulness of Information	Number or Percent
All Students	155
Students who have talked about jobs with counselors	89
Percent of All Students	57.4
Discussed Education Needed for Jobs	75
Percent of All Students	48.4
Percent of Students who Talked About Jobs	84.3
Discussed Student's own Abilities to Succeed on Jobs	52
Percent of All Students	33.5
Percent of Students Who Talked About Jobs	58.4
Discussed the Job's Responsibilities and Tasks	37
Percent of All Students	23.9
Percent of Students Who Talked About Jobs	41.6
Believed That Information Received About Jobs Will Be Helpful	41
Percent of All Students	26.5
Percent of Students Who Talked About Jobs	46

TABLE 2C: STUDENTS WHO BELIEVE JOB INFORMATION RECEIVED FROM COUNSELORS
WILL BE HELPFUL BY SEX, GRADE LEVEL AND ETHNIC GROUP.

Students	Number and Percent	Sex		Grade Level			Ethnic Group			
		Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students	155	77	78	45	80	30	63	44	29	19
Students Who Have Talked About Jobs With Counselors	89	44	45	18	50	21	37	24	16	12
Students Who Believe That Information Received From Counselors Will Be Helpful	41	18	23	6	25	10	19	9	7	6
Percent of All Students	26.5	23.4	29.1	13.3	31.3	33.3	30.2	20.5	24.1	31.0
Percent of Students Who Have Talked About Jobs With Counselors	46.0	40.9	51.1	33.3	50.0	47.6	51.4	37.5	43.8	50.0

3. STUDENTS AND CAREER PUBLICATIONS

In the opening sentence of the preceding section we noted that a higher percentage (57 percent) of the respondents in the Fremont High School sample had contacted their counselors to discuss jobs and careers than at the Berkeley High School (50 percent). Analysis of the next set of responses, concerned with the student's explorations of the world of work through the printed word, showed Fremont High School students to be still further ahead of their Berkeley counterparts. A full three-fourths of the Fremont students said that they had read books or pamphlets about jobs and careers (Table 3), as against 57 percent at Berkeley. And every single subgroup in the Fremont sample gave more evidence of being acquainted with career publications than did the corresponding subgroup at Berkeley High School.

Fremont boys and girls evinced equal interest in publications, at 75 percent each. Of the three grade levels, the 10th graders appeared comparatively the least interested in job and career publications (66 percent), with the 11th and 12th graders well ahead in their involvement (79 and 77 percent respectively). Of the ethnic groups, oriental students reported the highest level of interest in publications (79 percent) followed by black and chicano students with 76 percent each; while other white students trailed their fellow students with 71 percent. Reference back to Table 2 indicates that the rank ordering of the ethnic subgroups with respect to discussions with counselors was nearly the same, but the percentages in each category were much smaller.

There can be little question about the chief source to which the Fremont student turns for job and career literature, and it is not the City Library, named by a third of the Berkeley students -- possibly because of its proximity to the school and its featuring of these documents. The Fremont teacher is way ahead of the field, being the source mentioned by 43 percent of the student sample. The City Library is in fifth place, precisely where the Berkeley High School sample placed its teachers as providers of career literature. But this library still attracted a significant number of votes, though its popularity was exceeded by that of the counselors, the Counseling Office and the School Library. Again there is evidence, to an even greater degree than at Berkeley where the evidence was extensive, that high school students are both inventive and energetic in their efforts to obtain printed material descriptive of jobs and careers (see Table 3A).

Did the students who had read job and career publications gain anything they considered useful from them? Almost four-fifths said "Yes", compared with Berkeley's comparable 62 percent. And, as 75 percent of the Fremont sample had read job and career publications, this means that two-thirds of all the students in the sample considered themselves enriched by such reading.

More girls than boys testified to the helpfulness of the publications they had read. The sampled 10th graders, of whom few had contacted their counselors about jobs, expressed resounding confidence in job literature

-- 93 percent thought it helpful. Among the 11th and 12th graders this confidence was still very high (81 and 74 percent respectively). Of the ethnic subgroups, black students were highest in their approval of the literature perused (85 percent), followed by other white students (84 percent) chicanos (82 percent) and oriental students (73 percent).

When it comes to the reasons given by the Fremont students for liking the publications they had read, the emphasis on job-related aspects of the text is as much in evidence as it was in Berkeley (Table 3C). But the two samples also provide evidence of a fairly fundamental difference in the "strategy" of world of work exploration employed in the two high schools. Recourse to career publications appears to be much more greatly stressed at Fremont High than at Berkeley High, with the classroom teacher playing a significant role at the former school in introducing the student to this resource for career decision-making. At the same time the Fremont counselor concentrates largely on advising the student how best to get to the job entry point and in helping him to estimate his chances of getting there.

TABLE 3: NUMBER AND PERCENT OF STUDENTS WHO HAVE EVER READ BOOKS OR PAMPHLETS ABOUT JOBS OR CAREERS, BY SEX, GRADE LEVEL AND ETHNIC GROUP

Reading of Books or Pamphlets About Jobs	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students	154*	100.0	76*	78	44*	80	30	62*	44	29	19
Have <u>Not</u> Read Books or Pamphlets	39		19	20	15	17	7	15	13	7	4
Have Read Books or Pamphlets	115		57	58	29	63	23	47	31	22	15
Percent Who Have Read Books or Pamphlets		74.7	75.0	74.4	65.9	78.8	76.7	75.8	70.5	75.9	78.9

TABLE 3A: STUDENTS WHO HAVE READ BOOKS OR PAMPHLETS ABOUT JOBS OR CAREERS AND THE SOURCES FROM WHICH THESE WERE OBTAINED

Sources of Books or Pamphlets	Percent of Students Using Source
Total Number of Students Who Have Read Books or Pamphlets: 115	
Teachers	42.6
Counseling Office	27.8
Counselor	23.5
School Library	17.4
City Library	16.5
Through Mail, From Firms, Govt. Agencies, Educational Institutions or Information Centers	11.3
Visiting Speakers, Career Days, on Own Initiative	7.8
Parents, Friends, Relatives	4.3
Through Magazines, Advertisements	2.6
Other (a)	1.7

* One student did not respond to this question, affecting the totals as shown.

(a) Two students specified the source as "Various Locations"

TABLE '3B: STUDENTS WHO BELIEVE INFORMATION RECEIVED FROM BOOKS OR PAMPHLETS WILL BE HELPFUL IN THEIR JOB OR CAREER PLANNING BY SEX, GRADE LEVEL AND ETHNIC GROUP

Students	Number or Percent	Sex		Grade Level			Ethnic Group			
		Male	Female	10th	11th	12th	Black	White	Chi	Ori
All Students	154*	76*	78	44*	80	36	62*	44	29	19
Students Who Have Read Books or Pamphlets	115	57	58	29	63	23	47	31	22	15
Students Who Have Read Books or Pamphlets as Percent of All Students	74.7	75.0	74.2	65.9	78.8	76.1	75.8	70.5	75.9	78.9
Students Who Believe That Information From Books and Pamphlets Will Be Helpful	95	45	50	27	51	17	40	26	18	11
As Percent of All Students	61.7	59.2	64.1	61.4	63.8	56.7	64.5	59.1	62.1	57.9
As Percent of Students Who Have Read Books or Pamphlets	82.6	78.9	86.2	93.1	80.9	73.9	85.1	83.9	81.8	73.3
Students Who Were Undecided As to Helpfulness of Books or Pamphlets (in addition to those responding affirmatively)	3	0	3	0	1	2	1	1	0	1

*Three students did not respond to this question, affecting the totals as shown.

TABLE 3C: REASONS WHY STUDENTS LIKE THE BOOKS AND PAMPHLETS WHICH
THEY BELIEVE WILL BE HELPFUL IN THEIR CAREER PLANNING

Reasons for Liking Books or Pamphlets	Total	
	Number	Percent
Students Who Believe Information Would Be Helpful	95	100.0
Described Job or Activity	19	20.0
Described Entry Requirements and the Job	12	12.6
Gave Information Student Wanted	10	10.5
Described Job or Activity Student is Interested in	6	6.3
Described Entry Requirements "How To Get Started"	5	5.3
Reasons Not Specified	43	45.3

4. LABOR MARKET INFORMATION AND THE STUDENT

Relative to the purpose of the project within the framework of which this survey of student attitudes to job information was conducted, the response to two sets of questions were of central interest. These sets of questions dealt respectively with what students most want to know about jobs and careers and, secondly, in what ways or by what means they want this information delivered. Many of our adult respondents have presented their well-defined views to us on both issues, and they have been prepared to argue them with conviction and defend them against differing views. But we believed that these preconceptions (including our own) would be a poor basis for the design of a labor market information system.

The present survey could merely have raised new questions rather than resolved those induced by various conflicting viewpoints. But it delivered verdicts of startling unambiguity and provided guidelines which we shall have no hesitation in applying to our design. Any doubts as to student preferences remaining after the Berkeley High School survey were dispelled when the Fremont High School data were analyzed. The identity of student desires respecting both content and means of delivery as between the respondent samples in the two schools was so complete that the corresponding section 4. in our Berkeley survey report might well have been inserted here. Only the most meticulous reader would be able to point to minor discrepancies between the text and the content of the accompanying tables had there been such a substitution.

The four main categories of desired information content listed in Table 4 are identical with those selected by the Berkeley students, both in their order of precedence and in the high percentages of votes they attracted. Heading the list of most wanted items is "the training and education needed" (in jobs) which was chosen by nearly half the Fremont students (Berkeley sample: 44 percent) and was included among the first four choices by 79 percent of the respondents (Berkeley sample: 77 percent). A large portion of the information falling into this category comes from the counselor, as already noted, and inasmuch as many students see this information as helpful in relation to their needs, it is the counselors' most highly valued contribution. There is also evidence here that, given their heavy work load which forces a choice between discussing educational job prerequisites or more directly task- and responsibility-related aspects of jobs, counselors have by and large arrived at the right allocation of their time by subject matter in their interviews with students. However, a quote from the Berkeley survey report does underline the nature of the distinctive competence counselors are expected to bring to bear on the students' inquiries:

"...student answers to later open-ended questions, and their volunteered comments, make it clear that by discussion of educational requirements they do not mean routine educational programming. Rather, to be considered helpful, such discussions must be related to specific jobs. They have to tell the student 'what he really must know', 'how long it will take', and 'how to get started' in relation to a specific occupation."

In second, third and fourth place as the information items selected as first choices are, the kind of life associated with a job* (Fremont High School 13 percent, Berkeley High School 17 percent), the skills and interests needed in a job (Fremont High School 12 percent, Berkeley High School 9 percent), and wages or salary (Fremont High School 12 percent, Berkeley High School 9 percent).

The four types of information content specified above as the leading student choices for the single most wanted item also figured prominently when the students were asked to give their four top choices. Each of the four items received more than 40 percent of the student vote. When their choices were combined, in Fremont as in Berkeley, "wages and salary" advanced from fourth to second place as one of the four items students most wanted to know about. This substitution displaced information about job associated life styles from the second place it held when the students named only their top choice. Meanwhile, "life styles" and the skills and interests needed on jobs came to occupy third and fourth places respectively when the students were given four choices. Beyond the fourth item on the list, the preferences of students in the Fremont and Berkeley samples are at some variance but the differences are slight. Trailing the four most wanted items of information concerning specific jobs at Fremont were data about their promotional opportunities, the future demand for workers in the occupation, job duties, job location, and the potential offered by specific jobs for "helping people".

Reverting to the items the students at Fremont selected as their first choices, there were certain differences between the component subgroups (Table 4A). Boys, and especially those in the black ethnic subgroup, were much concerned with the kind of life associated with jobs. Both boys and girls in the 10th and 11th grades showed particular interest in wages and salaries. But even these two examples appear rather insignificant when compared with the overwhelming demand, spread more or less evenly over all subgroups, for information on the training and education needed for specific jobs.

How would the students in the Fremont High School sample like to have job information delivered? The brief answer is that, like their Berkeley counterparts, they come down heavily in favor of direct-experience (Table 4B), the closer the better, thereby adding yet more reinforcement to the proposition advanced in the Berkeley survey report:

"...if students were to obtain information about the labor market by the direct means they selected, much closer relationships between the schools, employers and various community groups would have to be established than currently exist. Also, a vastly greater number of part-time and summer jobs would have to be created than are now available as well as many more vocational work-experience opportunities."

* In our questionnaire, this option was worded, "The kind of life a person is likely to have if he holds a certain job (the hours worked, working conditions, possibility of travel, lifetime income, etc)."

A direct form of experience, it must be agreed, is to visit the places where work is done and observe the performance of constituent tasks. Predictably, this option is assigned the highest priority ranking and is ahead by a wide margin. Both at Fremont and at Berkeley this item appeared as both the most favored "method of delivery" (Fremont High School 33 percent; Berkeley High School 43 percent) and as the method most often mentioned when the students were asked to give three favored choices (Fremont High School 64 percent; Berkeley High School 79 percent). Working part-time or in summer was in second place at both schools. Eighteen percent of the Fremont students selected this alternative as their most favored way of learning about jobs and 56 percent included it in their first three choices. (Berkeley High School sample: 23 percent and 60 percent respectively.) It may be noted that the Fremont percentages are lower than the Berkeley ones in each case. As if to compensate for this, the Fremont students put "visiting a Career Center at School" -- evidently regarded as yet another form of experience that is more direct than talking or reading about jobs -- in third place, 15 percent of the students calling it their most favored way of obtaining labor market information, and 36 percent including a Career Center in their first three choices.

In the Berkeley High School sample, talking with the counselor is in third place (most favored by 12 percent of the responding students, included in first three choices by 25 percent). Though ranking fourth in the list of Fremont student choices, talks with counselors are in about equal favor at both schools, if the percentages of students selecting this item are considered (most preferred by 15 percent at Fremont; included in first three choices by 23 percent).

There is an apparent inconsistency between the keen involvement of Fremont students with books and pamphlets about jobs and the relatively small percentage who either rate it as their most favored way of delivery (3 percent) or include this means of obtaining information in the first three choices (17 percent). To account for the discrepancy we are inclined to hypothesize that what the students are telling us is: "We'd much prefer seeing jobs with our own eyes. But since we are not, in fact, given opportunities to do this, we have no choice but to stick with books."

All other means of delivery listed in Table 4B were selected as the most favored choice by less than 10 percent of the sampled Fremont and Berkeley students. But some of them were included among the first three choices by more than 20 percent of the students in each sample. Thus in the Berkeley High School sample "reading about jobs" was mentioned by more than 25 percent, work-experience courses by 27 percent and telephoning a career information center by 21 percent. At Fremont, work experience courses and telephoning a career information center were mentioned each by 23 percent of the students.

Some interesting reversals emerge from a breakdown of the Fremont High School sample data by sex, grade level and ethnic group (Table 4C). Thus, oriental students place working part-time above visiting places where work can be observed. Students in the 11th grade put talks with the counselor in second place, immediately after work place visits, with this shift resulting mainly from the girls' vote. And finally, other white students relegate working part-time to fourth place in their list of preferred methods of labor market information delivery.

TABLE 4: JOB INFORMATION RANKED BY STUDENTS AS WHAT THEY MOST WANT TO KNOW AND AS ONE OF FOUR ITEMS THEY WANT TO KNOW

Content of Information	Percent of Students	
	Most Want to Know	One of Four Items Want to Know
All Students* Number: 147		
Training and Education Needed	49.0	78.9
Kind of Life Associated with Job (a)	12.9	63.3
Skills and Interests Needed	12.2	42.9
Wages or Salary	11.6	66.7
Location of Jobs	4.1	27.9
Promotion Opportunities	2.7	32.7
Jobs Where One Can Help People	2.7	19.0
Future Labor Demand for Workers	2.0	30.0
Duties of Jobs	1.4	23.6
Other	1.4	2.0

* Responses for 8 students were not available. Percentages in second column based on a total of 579 responses.

(a) This option was worded: "The kind of life a person is likely to have if he holds a certain job (the hours worked, working conditions, possibility of travel, lifetime income, etc.)".

TABLE 4A: JOB INFORMATION STUDENTS MOST WANT TO KNOW
BY SEX, GRADE LEVEL AND ETHNIC GROUP

Content of Information	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students	147*	100.0	71*	76*	45	77*	25*	59*	42*	23*	18*
Training & Education Needed	72	49.0	37	35	20	41	11	27	21	14	10
Kind of Life Associated with Job	19	12.9	12	7	5	8	6	13	4	1	1
Skills and Interests Needed	18	12.2	7	11	6	10	2	6	6	2	4
Wages or Salary	17	11.6	8	9	6	10	1	6	5	5	1
Location of Jobs	6	4.1	2	4	3	1	2	2	3	1	0
Promotion Opportunities	4	2.7	2	2	1	2	1	3	1	0	0
Jobs Where One Can Help People	4	2.7	2	2	2	1	1	1	0	2	1
Future Demand for Workers	3	2.0	0	3	0	3	0	1	1	1	0
Duties of Jobs	2	1.4	0	2	1	1	0	0	0	1	1
Other	2	1.4	1	1	1	0	1	0	1	1	0

* Eight students did not answer this question, affecting the totals as shown.

TABLE 4B: WAYS TO OBTAIN INFORMATION ABOUT JOBS OR CAREERS RANKED BY STUDENTS
AS MOST FAVORED WAY AND AS ONE OF THREE FAVORED WAYS

Ways to Obtain Information	Percent of Students	
	Most Favored Way	One of Three Favored Ways
All Students* Number: 151		
Visiting Places Where Jobs Are and Seeing the Work Performed	33.1	63.6
Working Part-time or In Summer	17.8	55.6
Visiting a Career Center at School	14.6	36.4
Talks with Counselor	14.6	23.2
Telephoning a Career Information Center	5.3	23.2
By Teacher in A World of Work Course	5.3	13.9
Work Experience Course	3.9	23.2
Reading About Jobs in Books or Pamphlets	3.3	16.6
Films, Film-Strips or TV About Jobs	0.7	15.9
Extracurricular Activities	0.7	11.9
Other	0.7	2.0
Talking to Employees		0.7

* Four students did not reply to this question. Percentages in second column based on total of 431 responses.

TABLE 4C: WAYS TO OBTAIN INFORMATION ABOUT JOBS MOST FAVORED
BY STUDENTS BY SEX, GRADE LEVEL AND ETHNIC GROUP

Ways to Obtain Information	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Ori
All Students	151 *	100.0	75 *	76 *	45	79 *	27 *	61 *	44	28 *	18 *
Visiting Places Where Jobs Are and Seeing Work Performed	50	33.1	27	23	19	22	9	16	19	11	4
Working Part-time or in Summer	27	17.8	14	13	10	13	4	11	4	6	6
Visiting Career Center in School	22	14.6	8	14	6	13	3	9	7	3	3
Talks With Counselor	22	14.6	14	8	4	17	1	9	6	4	3
Telephoning Career Information Center	8	5.3	2	6	1	6	1	3	2	2	1
By Teachers in World of Work Course	8	5.3	2	6	3	3	2	6	1	0	1
Work Experience Course	6	3.9	2	4	0	3	3	4	1	1	0
Reading About Jobs in Books and Pamphlets	5	3.3	3	2	1	2	2	2	2	1	0
Other (a)	3	2.1	3	0	1	0	2	1	2	0	0

* Four students did not answer this question, affecting the totals as shown.

(a) Includes "Films, Film-strips and TV about Jobs", Extracurricular Activities and "talking to employees".

5. JOB INFORMATION AND CAREER DECISIONS

To only a slightly reduced extent did the concordance between the two high school samples noted in the previous sections fail to carry over to their responses relating to career decisions, factors influencing these decisions, and additional information requirements when career decisions have already been reached.

Both the proportions of respondents out of the total sample who have already arrived at career decisions, and the occupational groupings from which they have made their selections, are cases in point (Table 5). There is but a small difference between the near 60 percent of the sampled students at Berkeley who said they had picked their future work sphere and the 66 percent at Fremont who said likewise. But in contrast to Berkeley, where the boys topped the girls in career decisions by a ratio of three to two, the Fremont girls exceeded the boys in this decision by the same ratio. By grade levels the highest percentage of affirmative answers in Fremont came from 11th graders; in Berkeley, from 12th graders. In both school samples, a greater proportion of black students than of others had come to a decision about their future occupation.

Both samples were also united in their convergence on professional and semi-professional careers, though the emphasis was significantly greater at Berkeley where two-thirds of those who had made decisions chose professional careers (as against somewhat less than half at Fremont). A further 13 percent had decided on semi-professional careers at Berkeley as against 16 percent at Fremont. At Fremont, as in Berkeley, girls showed scant respect for the sex barriers traditional to the professions, and for every two boys who named professional careers, three girls did so. In the semi-professional occupational choices on the other hand, the respective proportions of boys and girls were exactly equal. As to differences by ethnic group, 60 percent of the oriental students chose professional careers and all the remaining oriental students semi-professional careers. Over half of the chicanos wished to follow jobs in the professions, but only five percent chose semi-professional occupations. Forty four percent of the black students and 39 percent of the other white students selected professional careers, with the proportions of students favoring semi-professional occupations in these two groups amounting to 16 and 14 percent respectively.

All but two of the 102 sampled Fremont students who had already reached a career decision said they wished for more information regarding the jobs or careers they had selected (Table 5A). They were joined in this demand by nearly half of the students who had evidently not yet made up their minds, and were therefore not really eligible to answer the question. This remarkably high level of response to one of the key questions in the survey -- a level not dissimilar to that recorded at Berkeley High School -- must surely be taken as an index of uncertainty even on the part of those who claimed to have arrived at a career choice. It can hardly be doubted that this uncertainty derives from insufficient information about the enormous variety of occupational

possibilities in the world of work. Failure to appreciate this variety is also very likely a prime reason for the high proportion of decisions in favor of professional careers which are represented (and misrepresented) by the mass communication media more frequently than are other occupations.

Not all the 122 Fremont students who expressed a desire for more career information were willing or able to specify the nature of the additional information they wanted. Perhaps they felt they had made their needs sufficiently clear in their answers to the similar probes contained in previous questions. That this is the most probable explanation of their reticence is implicit in the replies of more than half of the 83 respondents who did spell out what they wanted most (Table 5B) -- namely information on training and education leading up to jobs or careers. It is interesting, too, that more than 20 percent wanted to know "everything about the job or more about jobs in general".

Ninety seven of the 102 Fremont students with future jobs staked out responded to our query as to the factors that had helped them to crystallize their aspirations (Table 5C). They were given ten prescribed options to choose from but were invited to add any other factors they thought significant. The four options attracting the largest proportions of affirmative replies were "knowing people who work in the job" (47 percent), parents (34 percent), courses (33 percent), and books and pamphlets (33 percent). The first three options had also been pre-eminent at Berkeley High School. There, the rank ordering by response frequency was the same, but each item received a higher vote than at Fremont High School (55 percent, 42 percent and 42 percent respectively). But the Berkeley students placed other relatives, rather than books and pamphlets, in fourth place as influential factors. Among the items volunteered by the Fremont respondents, statements indicating self-initiated, independent career decisions were inserted by 15 percent of the students in the sample (Berkeley High School: 12 percent). Interest in the field was mentioned by 6 percent (Berkeley High School: 10 percent), and previous work in a related job by 5 percent (Berkeley High School: 6 percent). Good pay as a deciding factor was preferred by only 1 percent (Berkeley High School: 3 percent). Teachers ranked fifth in the lists of both schools. Counselors were in eighth place at Berkeley High School and in tenth at Fremont, and must therefore be rated a relatively minor influence in job and career decisions at both schools.

In the breakdown by subgroups (Table 5D), black students at Fremont, like their counterparts at Berkeley High School, ascribed less influence on their career decision-making to people working in the occupation of their choice and to parents than did students in other ethnic groups.

TABLE 5: JOBS OR CAREERS DECIDED ON BY STUDENTS AFTER THEY HAVE FINISHED HIGH SCHOOL OR COLLEGE BY SEX, GRADE LEVEL AND ETHNIC GROUP

Jobs or Careers Decided on	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students	154 *	100.0	77	77 *	45	80	29 *	62 *	44	29	19
Students Who Have Not Decided on Jobs or Careers	52	33.8	36	16	17	24	11	17	16	10	9
Students Who Have Decided on Jobs or Careers	102	66.2	41	61	28	56	18	45	28	19	10

Jobs or Careers											
Students Who Have Decided	102	100.0									
Professional	47	46.1	19	28	13	24	8	20	11	10	6
Semi-Professional	16	15.7	8	8	4	9	3	7	4	1	4
Clerical	15	14.7	0	15	1	12	2	7	5	3	0
Personal Service	7	6.9	1	6	5	2	0	2	3	2	0
Protective Service	4	3.9	4	0	1	1	2	1	2	1	0
Managerial and Official	3	2.9	3	0	2	1	0	2	1	0	0
Skilled	3	2.9	3	0	0	2	1	2	0	1	0
Sales	2	2.0	0	2	0	2	0	0	2	0	0
Selected Job Not Specified	5	4.9	3	2	0	3	2	4	0	1	0

* One students did not answer this question, affecting totals as indicated.

TABLE 5A: DESIRE OF STUDENTS WHO HAVE DECIDED ON THEIR FUTURE JOBS OR CAREERS FOR MORE INFORMATION ABOUT THEIR SELECTED JOBS, BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Students	Total	Sex		Grade Level			Ethnic Group			
		Male	Female	10th	11th	12th	Black	White	Chi	Cri
All Students Who Have Decided on Careers	102	41	61	28	56	18	45	28	19	10
Students Who Desire More Information About Selected Jobs or Careers	100	40	60	23	54	18	45	27	19	9
Students Who Do <u>Not</u> Desire More Information	1	0	1	0	1	0	0	1	0	0
Students Not Responding to Question	1	1	0	0	1	0	0	0	0	1
Students Who Volunteered Desire For Information on Jobs ^(a)	22	18	4	12	7	3	11	2	4	5

(a) Only those students who answered Yes to the question "Have you already decided what job or career you want after you have finished high school or college?" were supposed to answer the subsequent question "Would you like to know more than you do now about the job or career that you have selected?" However 22 of the 52 students who had answered No to the first question nevertheless volunteered their desire for additional information.

TABLE 5B: CONTENT OF ADDITIONAL INFORMATION DESIRED
BY STUDENTS ABOUT JOBS AND CAREERS

Content of Additional Information	Percent of Students
Students Responding: 83*	
Information on Training and Education "How To Start-Cut?"	50.6
Wages or Salary; Other Benefits	24.1
Everything About the Job; More About Jobs in General	21.7
Probable Future Demand in Occupation	9.6
Skills and Interests Needed; How Specific Tasks are Performed	6.0
Duties of the Job	6.0
Chances for Promotion	4.8
Location of Job	3.6
Other ^(a)	7.2

* Of the 122 students answering that they would like to know more than they do now about the job they had selected (see Table 5A), 83 replied to the question "If you would like to have more information, what would you like to know?" In all, 111 items were mentioned in reply to this open-ended question.

(a) "Other" includes two requests each for "Kind of life one would lead in the job" and "Talk to people on the job, Get some work experience"; and one request each for "Social significance and/or ecological soundness of job" and "Advantages and disadvantages of job".

TABLE 5C: FACTORS THAT HELPED STUDENTS WHO HAVE DECIDED ON THEIR FUTURE JOBS OR CAREERS TO SELECT A PARTICULAR JOB OR FIELD

Factors That Helped in Decision (a)	Percent of Students
Students responding: 97*	
Knowing People Who Work in the Job	47.1
Parents	34.3
Courses	33.3
Books and Pamphlets	33.3
Teachers	21.6
Other Relatives	16.7
Test Scores	14.7
An Independent Decision ("I decided")	14.7
Films or TV	13.7
Counselors	12.7
High School Friends	11.8
Interest in Field	5.9
Worked in Related Job	4.9
Desire to Help People	2.0
Good Pay in Job	1.0
Other (b)	2.0

* Five of the 102 students who had decided on careers did not answer this question.

(a) Question was worded: "If you have already made this decision, who or what helped you decide that you would like to work in this particular field?"

(b) Includes one each for "Visits to Police Stations" and "Observing People in Red Cross".

TABLE 5D: FACTORS THAT HELPED STUDENTS WHO HAVE DECIDED ON THEIR FUTURE JOBS OR CAREERS TO SELECT A PARTICULAR JOB OR FIELD BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Factors That Helped in Decision	Total	Sex		Grade Level			Ethnic Group			
		Male	Female	10th	11th	12th	Black	White	Chi.	Ori.
All Students	155	77	78	45	80	30	63	44	29	19
Students who had decided on careers and answered question detailed in footnote (a) Table 5C.	97*	36*	61*	24*	55*	18*	44*	26*	18	9*
Knowing people who work in job	48	19	29	9	27	12	20	12	11	5
Parents	35	15	20	5	24	6	13	10	8	4
Courses	34	16	18	6	21	7	16	9	7	2
Books and Pamphlets	34	15	19	9	17	8	12	9	8	5
Teachers	22	11	11	2	16	4	13	5	3	1
Other relatives	17	7	10	3	13	1	10	3	3	1
Test scores	15	8	7	5	10	0	6	4	4	1
Independent decision	15	9	6	6	7	2	9	4	2	0
Films or television	14	6	8	4	8	2	6	4	3	1
Counselors	13	5	8	2	10	1	5	2	4	2
High school friends	12	7	5	2	7	3	7	2	2	1
Interest in field	6	2	4	2	3	1	2	0	3	1
Worked in related jobs	5	1	4	1	3	1	2	2	0	1
Desire to help people	2	2	0	0	0	2	0	2	0	0
Good pay in jobs	1	1	0	0	1	0	0	0	1	0
Other	2	1	1	1	1	0	1	0	1	0

* Five students who said they had decided on a job or career but who failed to specify the factors helping towards decision are not included, affecting totals as shown.

6. INFLUENCE OF PARENTS ON CAREER DECISIONS

In their beliefs about their parents' views and attitudes towards their future participation in the world of work, Fremont students once again differ little from their Berkeley counterparts. The proportions in the two samples who credit their mothers with wanting them to aim for a particular job or career are precisely the same (51 percent), and those who ascribe definite concerns in this matter to their fathers constitute very nearly the same proportions (Fremont High School: 41 percent, Berkeley High School: 42 percent) -- see Tables 6 and 6A. However, in the Berkeley sample the girls were more likely than the boys to believe that both parents wished them to aim for a particular job or career. In the Fremont sample, more girls than boys did attribute this attitude to their mothers, but more boys than girls thought their fathers so positively involved. The responses of girls who are black was clearly the decisive factor in this reversal.

Tables 6B and 6C provide some strong clues to the frequency of students' decisions in favor of professional careers. Taking into account that parents wield a strong influence in the shaping of career decisions (see Tables 5C and 5D), it must be regarded as significant that of the number of parents described as attempting to steer their offspring in determinate directions, the highest proportions apparently encouraged them into professional fields of endeavor. Those proportions are given in a supplementary summary table below:

High School Sample	Percentages Favoring Professional Careers	
	Mothers	Fathers
Fremont	40.0	31.7
Berkeley	52.8	45.7

As at Berkeley High School, the next highest proportions of parents of students in the Fremont sample were not specific about the jobs or careers they favored, evidently confining themselves to general efforts at maintaining their children's interest in whatever they chose as their future employment. About one fourth of both mothers and fathers were described by the students as having a permissive approach as to the specific occupations involved, so long as they "aimed" for a job or career. The comparable proportions in the Berkeley High School survey indicating such permissiveness were 32 percent for the students' mothers and 28 percent for the fathers.

TABLE 6: WHETHER OR NOT MOTHERS OF STUDENTS WOULD LIKE THEM "TO AIM" FOR A PARTICULAR JOB OR CAREER BY SEX, GRADE LEVEL & ETHNIC GROUP OF STUDENTS

Attitude of Mother	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Ori
All Students	155	100.0	77	78	45	80	30	63	44	29	19
Information Not Available or Not Appropriate	14*	9.0	11	3	3	6	5	8	3	0	3
Would Like Student to Aim for Particular Job or Career	79	51.0	37	42	23	44	12	41	17	11	10
Would Not Like Student to Aim for Particular Job or Career	62	40.0	29	33	19	30	13	14	24	18	6

TABLE 6A: WHETHER OR NOT FATHERS OF STUDENTS WOULD LIKE THEM "TO AIM" FOR A PARTICULAR JOB OR CAREER BY SEX, GRADE LEVEL & ETHNIC GROUP OF STUDENTS

Attitude of Father	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Ori
All Students	155	100.0	77	78	45	80	30	63	44	29	19
Information Not Available or Not Appropriate	31 ⁺	20.0	15	16	8	12	11	18	7	2	4
Would Like Student To Aim for Particular Job or Career	64	41.3	35	29	19	39	6	29	17	11	7
Would Not Like Student To Aim for Particular Job or Career	60	38.7	27	33	18	29	13	16	20	16	8

* Fourteen students did not answer this question, either because they failed to complete the questionnaire, or because their mothers were deceased.

+ Thirty-one students did not answer this question, either because they failed to complete the questionnaire, or because their fathers were deceased or their whereabouts were unknown.

TABLE 6B: JOBS OR CAREERS FOR WHICH MOTHERS OF STUDENTS WOULD LIKE THEM TO AIM, BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Jobs or Careers	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
Students Responding	75 *	100.0	37	38 *	23	39 *	13 *	38 *	17	10 *	10
Professional	30	40.0	17	13	11	12	7	16	6	5	3
Permissive ^(a)	19	25.3	7	12	1	13	5	9	5	2	3
Semi-Professional	6	8.0	4	2	1	4	1	3	1	1	1
Clerical	5	6.7	0	5	1	4	0	2	2	0	1
Personal Service	4	5.3	0	4	3	1	0	2	1	1	0
Dependable & Well-paid	4	5.3	3	1	0	4	0	2	1	1	0
Managerial and Official	3	4.0	3	0	3	0	0	2	1	0	0
Skilled	3	4.0	2	1	2	1	0	1	0	0	2
Armed Services	1	1.4	1	0	1	0	0	1	0	0	0

* Of the 79 students who said that their mothers would like them to aim for a particular job or career, four did not specify, affecting the totals as shown.

(a) Includes such replies as "A job I would be good at or interested in", etc.

TABLE 6C: JOBS OR CAREERS FOR WHICH FATHERS OF STUDENTS WOULD LIKE THEM TO AIM, BY SEX, GRADE LEVEL AND ETHNIC GROUP OF STUDENTS

Jobs or Careers	Total		Sex		Grade Level			Ethnic Group			
	Number	Percent	Male	Female	10th	11th	12th	Black	White	Chi	Cri
Students Responding	60*	100.0	35	25*	19	36*	5*	27*	17	9*	7
Professional	19	31.7	10	9	9	9	1	9	6	2	2
Permissive ^(a)	14	23.3	6	8	1	10	3	6	4	2	2
Semi-Professional	6	10.0	6	0	1	5	0	4	0	1	1
Skilled	6	10.0	4	2	1	5	0	3	0	2	1
Dependable, well paid	5	8.3	3	2	0	5	0	2	2	1	0
Managerial and Official	3	5.0	3	0	3	0	0	2	1	0	0
Clerical	2	3.3	0	2	0	2	0	0	1	0	1
Personal Service	2	3.3	0	2	2	0	0	0	1	1	0
Sales	1	1.7	1	0	0	0	1	0	1	0	0
Manufacturing	1	1.7	1	0	1	0	0	0	1	0	0
Armed Services	1	1.7	1	0	1	0	0	1	0	0	0

* Of the 64 students who said that their fathers would like them to aim for a particular job or career, four did not specify, affecting the totals as shown.

(a) Includes such replies as "A job I would be good at or interested in", etc.